

Fifth Grade

The History of America (from 1850)

Course Description: *Fifth grade students will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War and Industrial America. They will explore the major military, economic, social, and political events of the early twentieth century, such as World War I and the Great Depression. Students will describe the key events and accomplishments of the Civil Rights Movement in the United States and the nation's growing role in world affairs, from World War II to modern day. In addition, they will analyze structures of power and authority and develop civic efficacy, which requires understanding rights, responsibilities, ethical behavior, and the role of citizens within their community, nation, and world. Students will use geographic tools to locate and analyze information about people, places, and environments in Tennessee and the United States. Students will further study the unique historical, economic, social, and cultural developments of Tennessee, and learn how our state impacted our nation and the world. Students will develop research, analytic, and critical thinking skills through the evaluation of evidence, interpretation of primary sources, and the construction of sound historical arguments and perspectives.*

Prior to Civil War

Students summarize the events leading up to the Civil War

- 5.1 Compare the myth of the Antebellum South to the realities of the region including but not limited to the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)
- 5.2 Interpret sectional difference between the North and the South in economics, transportation, and population. (C, E)
- 5.3 Identify and map the location of the major southern and northern states and cities in 1861. (G)
- 5.4 Explain how geography divides Tennessee into three divisions and played a role in Nashville being chosen as the state capital over Murfreesboro, Knoxville, and Clarksville. (G, TN)
- 5.4 Identify the abolition leaders and use primary sources to analyze multiple accounts of why their statements of slavery is wrong including but not limited to: (C, P)
- Sojourner Truth
 - Frederick Douglass
 - the Grimke sisters
 - William Lloyd Garrison
- 5.5 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century including but not limited to: (C, P)
- Missouri Compromise
 - Uncle Tom's Cabin
 - Compromise of 1850
 - Brooks attack on Sumner

- Kansas-Nebraska Act
- John Brown's Raid

5.6 Analyze the Dred Scott case and its impact on Dred Scott, citizenship of slaves and free blacks, and people in the North and South. (C, P)

Primary Documents and Supporting Texts to Read: *Ain't I a Woman*, Sojourner Truth; excerpts from *Uncle Tom's Cabin*, Harriet Beecher Stowe

Primary Documents and Supporting Texts to Consider: excerpts from *Narrative of the Life of Frederick Douglass*, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison

The Civil War and Reconstruction (1860-1877)

Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.

5.7 Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states. (P)

5.8 Explain the candidacy of John Bell of Tennessee and the Constitutional Union Party as the compromise choice in the 1860 presidential election. (H, P, TN)

5.9 Explain why Tennessee was divided on the issue of seceding and the events that led it to eventually leave the Union and list these divisions including but not limited to: the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN)

5.10 Determine the meaning and identify the terms of this period with a visual representation including: (G, C)

- Union and Confederate States
- Yankees and Rebels
- Blue and Gray
- Johnny Reb and Billy Yank

5.11 Analyze the strengths and weakness of the North and South.

5.12 Identify the Border States and the efforts of both sides to secure them to their cause. (H)

5.13 Students create a visual display to explain the Union's Anaconda Plan for defeating the Confederacy and how the geography of the South formed the Eastern, Western, and Trans-Mississippi theaters of war. (G, H)

5.14 Explain the significance and outcome of the major battles and identify their location on a map or visual representation including but not limited to: (G, H, TN)

- Fort Sumter
- Manassas
- Fort Henry and Fort Donelson
- Shiloh
- Antietam

- Stones River
- Fredericksburg
- Chancellorsville
- Fort Pillow
- Gettysburg
- Vicksburg
- Chickamauga
- Lookout Mountain
- Franklin
- Nashville
- Appomattox Court House

5.15 Identify the military and civil leaders during the Civil War including but not limited to: (C, H)

- Abraham Lincoln
- Jefferson Davis
- Ulysses S. Grant
- Robert E. Lee
- Frederick Douglass
- Clara Barton

5.16 Write an opinion piece using supporting details defending or arguing the constitutionality of the suspension of *habeas corpus* during the war. (P)

5.17 Students read and write an informative piece summarizing the *Gettysburg Address* to determine its meaning and significance. (H)

5.18 Use concrete words, phrases, and sensory details to describe the experience of the war on the battlefield and home front. (H, S)

5.19 Identify the contributions of Tennesseans during the war including but not limited to: (H, TN)

- Nathan Bedford Forrest
- Sam Watkins
- Andrew Johnson
- Governor Brownlow
- Matthew Fontaine Maury
- Rhea County Spartans

5.20 Evaluate and debate the rationales for the *Emancipation Proclamation*. (P, S)

5.21 Explain why Lincoln chose Andrew Johnson as his running mate in the election of 1864. (H, TN)

5.22 Describe the physical and economic destruction of the South. (E, G)

5.23 Describe the assassination of Abraham Lincoln and its impact on the nation. (H)

5.24 Identify the goals and accomplishments of the Freedmen's Bureau, Fisk University, and the 13th, 14th, and 15th Amendments to help former slaves begin a new life. (H, P)

5.25 Compare and contrast the different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P)

5.26 Explain the intent and failure of the impeachment of Andrew Johnson. (H, TN)

5.27 Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)

5.28 Explain the impact of the state constitutional convention of 1870 and identify the impact of the new state constitution including poll taxes, segregation, and funds for public education. (P, TN)

5.29 Explain the compromise that ended Reconstruction with the election of Rutherford B. Hayes. (P)

5.30 Describe the impact of yellow fever during the 1870s; why it was particularly deadly in West Tennessee and how Robert R. Church, Sr. became the first African American millionaire in the South because of it. (G, H)

Primary Documents and Supporting Texts to Read: *The Gettysburg Address*, Abraham Lincoln; *The Emancipation Proclamation*; *Second Inaugural Address*, Abraham Lincoln; *The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution*; the Retrospective excerpts in *Co. Aytch*, Sam Watkins

Industrial America and Westward Expansion

Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation's growing role in world affairs.

5.31 Describe the candidates, the campaign, and outcome of the governor's election of 1886. (P, TN)

5.32 Explain the need for the South and Tennessee to move toward industry and mechanization after the Civil War and have students identify examples including but not limited to Coca Cola bottling in Chattanooga, mining on the Cumberland Plateau, coal and iron processing. (E, H, TN)

5.33 Explain the impact and the connection of the rapid growth of urban areas, increase in railroads, and influx of immigrants on the nation and state. (H)

5.34 Identify and map the sources of new immigration from Southern and Eastern Europe, China, Korea, and Japan, with particular attention to the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (G)

5.35 Describe why the United States was viewed as the land of opportunity by immigrants versus a growing sense of protectionism and nativism by American citizens. (C, P)

5.36 Analyze the appeal of the Great Plains to settlers and immigrants including but not limited

to geographical factors, railroads, homesteading rights, and the absence of American Indians. (G, H)

5.37 Describe the role of Buffalo Soldiers in settling the West including but not limited to Tennessee native George Jordan. (H, TN)

5.38 Write a short piece with concrete words, phrases, and sensory details of the life on the Great Plains. (C, H)

5.39 Describe the Gilded Age including but not limited to the rise of political machines, major scandals, and economic disparity between farmers, wage earners, and industrial capitalists including the following:

- Boss Tweed
- Whiskey Ring
- Garfield's assassination
- Bureau of Indian Affairs

5.40 Describe child labor and working conditions in factories. (H)

5.41 Analyze the formation of unions, the role of Samuel Gompers and the AFL to change the working conditions. (H)

5.42 List important business leaders, inventors, and entrepreneurs and the impact they had on American society including but not limited to: (E, H)

- Thomas Edison
- Alexander Graham Bell
- Henry Ford
- George Eastman
- George Washington Carver
- Henry Bessemer
- Swift and Armour
- Cornelius Vanderbilt

5.43 Write informational text describing the 1897 Centennial Exposition including its purpose, sights, exhibits, and impact on the state. (TN)

5.44 Explain the cause, course, and consequences of the Spanish American War including but not limited to:

- yellow journalism
- USS Maine
- USS Nashville
- Rough Riders

5.45 Students locate and create a visual representation identifying Tennessee, the United States, Cuba, Spain, Puerto Rico, and the Philippines on a map. (G)

5.46 Identify major goals of the Progressive Era including but not limited to attacking racial discrimination, child labor, big business, conservation, and alcohol use. (C, P)

5.47 Identify progressive leaders with their reform efforts including but not limited to Roosevelt

and conservation, Jane Addams and settlement houses, and Jacob Riis and tenement housing. (C)

5.48 Analyze the achievements and struggles of the Progressive Era including but not limited to:

- Anti-Trust laws
- new government regulations
- 16th, 17th, 18th and 19th Amendments
- Carmack and Cooper feud
- Prohibition
- immigration reform

5.49 Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention and end segregation and lynching with boycotts. (C, H, P, TN)

Primary Documents and Supporting Texts to Read: excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *How the Other Half Lives*, Jacob Riis; excerpts from *The Jungle*, Upton Sinclair

World War I, The Roaring Twenties, and World War II

Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II.

5.50 Identify the reasons for American entry into World War I and its leadership role at the conclusion of the war including but not limited to submarine attacks on the Lusitania and the Zimmerman Telegram. (H, P)

5.51 Locate and map the countries of the Central and Allied Powers during World War I. (G)

5.52 Explain the roles of significant people and groups in World War I including but not limited to Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H)

5.53 Explain the aims of world leaders in the Treaty of Versailles and why the United States rejected Wilson's League of Nations. (P)

5.54 Identify the roles of Anne Dallas Dudley, Elizabeth Avery Meriwether, Lizzie Crozier French, Sue Shelton White, Abby Crawford Milton, Harry Burn, Josephine Pearson, and Governor Roberts in the fight for women's suffrage and Tennessee as the "Perfect 36." (P, TN)

5.55 Describe the "Roaring Twenties" cultural growth including but not limited to the following: (C, TN)

- ragtime, jazz, blues music
- W.C. Handy, Bessie Smith
- automobiles, radios, and nickelodeons
- Harlem Renaissance
- WSM, Grand Ole Opry, DeFord Bailey, and Uncle Dave Macon
- Charles Lindbergh and the Spirit of St. Louis
- mass production, "just in time" inventory, appliances
- Henry Ford and Clarence Saunders

5.56 Describe the events of the Scopes Monkey Trial in Dayton, Tennessee. (P, TN)

5.57 Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s. (E)

5.58 Describe the events that caused the Great Depression and its impact on the nation and Tennessee including mass unemployment, Hoovervilles, and soup kitchens. (E, H)

5.59 Use specific textual evidence from primary and secondary source to summarize the success, failures, and challenges of President Roosevelt's New Deal policies including but not limited to: (E, H, TN)

- Social Security
- Civilian Conservation Corps
- Federal Deposit Insurance Corporation
- Tennessee Valley Authority
- Cumberland Homesteads
- Great Smoky Mountains National Park

5.60 Identify the causes and effects of the Dust Bowl of the 1930s. (E, G, C)

5.61 Describe and explain the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

5.62 Describe the bombing of Pearl Harbor and its impact on the United States including the USS Arizona and Tennessee and America's entry in the war. (H)

5.63 Locate the Axis and Allied Powers and the major theaters of war on a map. (G)

5.64 Describe Tennessee's military efforts in World War II including but not limited to Forts Campbell, Forrest, and Tyson, Seward Air Force Base, and the Tennessee Maneuvers. (H, TN)

5.65 Explain the home front efforts during the war including but not limited to rationing, victory gardens, The Rosie the Riveter ideal, the all-female government of Spencer, Tennessee, and Cornelia Fort. (H, TN)

5.66 Write an informative text comparing the Holocaust in Europe with the internment of Japanese Americans. (H)

5.67 Explain the German surrender and reasons for the European division of Germany. (G, H)

5.68 Explain the role of the Manhattan Project and Oak Ridge, Tennessee in ending World War II and the decision to drop the atom bomb on Japan. (H, TN)

5.69 Describe the purpose of the formation of the United Nations and the role of Cordell Hull. (H, TN)

5.70 Explain the events of the "Battle of Athens" in Tennessee after the war. (TN)

Primary Documents and Supporting Texts to Read: Zimmerman Telegram; letter to Harry Burn from his mother

The Modern United States

Students will examine the history of the United States since the conclusion of World War II.

5.71 Describe the growth of suburbs, home ownership, and the mass media, Interstate Highway System, and a consumer society after the war. (C)

5.72 Determine the meaning, cause, and events of the “Cold War” including but not limited to the Space Race, Berlin Wall, arms race, Rosenbergs, and the Cuban Missile Crisis. (H)

5.73 Identify the causes and events that led to the Korean War, its outcome, and the use of United Nations peacekeeping troops. (H)

5.74 Describe the significance in of Tennessee in popular music including but not limited to Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN)

5.75 Examine and analyze the key events and struggles during the Civil Rights Movement including but not limited to: (C, H)

- Brown v. Board of Education
- Central High School
- Montgomery Bus Boycott and Rosa Parks
- Birmingham bombings 1963
- Freedom Rides
- March on Washington and Martin Luther King, Jr.
- sit-ins, marches, demonstrations, boycotts
- Assassination of Martin Luther King, Jr.

5.76 Describe the role of Tennessee in the Civil Rights Movement including but not limited to the Columbia Race Riots, the integration of Clinton High School, the Highlander Center, sit-ins in Nashville, Diane Nash, John Seigenthaler, and Tent Cities. (C, TN)

5.78 Compare Estes Kefauver and Robert Kennedy’s fight against organized crime to the exploits of Sheriff Buford (Pusser) and his efforts to eliminate the State Line Mob. (TN)

5.79 Explain the effect President Kennedy’s assassination had on the country including but not limited to passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)

5.80 Contrast President Johnson’s leadership in creating The Great Society program and our involvement in the Vietnam War. (H, P)

5.81 Explain the cause, controversy of, and outcome of the Vietnam War. (H)

5.82 Explain the successes and failures of President Nixon including but not limited the end of the Vietnam War, the trip to China, Watergate, and resignation. (H, P)

5.83 Describe the causes and outcome of the energy crisis of the 1970s. (H)

5.84 Explain the impact of Tennessee native Alex Haley’s *Roots* on the nation. (C, TN)

5.85 Analyze the significant events during President Reagan's presidency including but not limited to: (C, E, H)

- return of national pride
- economic recovery
- Challenger disaster
- ending of the Cold War
- immigration policy change

5.86 Explain the events that lead to the Persian Gulf War and its outcome. (H)

5.87 Identify and explain the significant achievements of entrepreneurs and innovators including but not limited to: (C, E)

- Ray Kroc
- Lee Iacocca
- Sam Walton
- Bill Gates
- Jeff Bezos
- Michael Dell
- Steve Jobs
- Mark Zuckerberg

5.88 Explain the reasons for and outcome of the Supreme Court case *Bush v. Gore* and its impact on the election of 2000. (P)

5.89 Analyze the increase in terrorism, tragedies of September 11, 2001, the intervention in Afghanistan, and the war in Iraq. (H)

5.90 Identify the significance of the election of 2008, including the primary run of Hillary Clinton and election of Barack Obama. (H)

Primary Documents and Supporting Texts to Read: "I Have a Dream Speech" and "Letter from Birmingham Jail", Martin Luther King, Jr.; excerpts from *Roots*, Alex Haley